

# NEW JERSEY DEPARTMENT OF EDUCATION

## OFFICE OF TITLE I



## 2015-2016 TITLE I SCHOOLWIDE PLAN\*

\*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: ATLANTIC CITY COMMUNITY CHARTER SCHOOL	School: Atlantic City Community Charter School
Chief School Administrator: JESSICA RICHARD	Address: 200 N. Texas Ave., Atlantic City, NJ 08401
Chief School Administrator's E-mail: jrichard@atlanticcitycharter.com	Grade Levels: K-5
Title I Contact: (Same as above)	Principal: Jessica Richard
Title I Contact E-mail: (Same as above)	Principal's E-mail: jrichard@atlanticcitycharter.com
Title I Contact Phone Number: 609-428-4300	Principal's Phone Number: 609-428-4300

### Principal's Certification

**The following certification must be made by the principal of the school. Please Note:** A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

X I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

\_\_\_\_\_  
Jessica Richard  
Principal's Name (Print)

  
\_\_\_\_\_  
Principal's Signature

6/5/15  
Date

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

### Critical Overview Elements

- The School held 3 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 2,410,564, which comprised 88.1 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 2,410,564, which will comprise 88.1% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Reading Specialist	1	1	100-100; 200-200	\$63,000
Saturday Academy (PARCC test prep)	1, 2	1, 2	200-100; 200-200; 200-500	\$11,183
Leveled reading materials	1	1	100-600	\$29,010
Tutoring (Before and After School)	1, 2	1, 2	200-100; 200-200	\$8,047
Prof. Dev. for ELA and math	1, 2	1, 2	200-300	\$20,434
Emotional/Behavioral Consultant	3	3	200-300	\$12,900

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT ESEA §1114(b)(2)(B)(ii)

### Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

**Note:** For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

### Stakeholder/Schoolwide Committee Meetings

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Jessica Richard	School Staff	Yes	Yes	Yes	Jessica Richard
Gaeton Zorzi	Management Company	Yes	Yes	Yes	Gaeton Zorzi
Kelly Ryan	School Staff	Yes	Yes	Yes	
Penni Starer	School Staff	Yes	Yes	Yes	Penni Starer
Jennifer Houser	School Staff	Yes	No	Yes	Jennifer Houser
Lauren Dotsey	School Staff	Yes	No	Yes	Lauren Dotsey
Courtney Foster	School Staff	Yes	No	Yes	Courtney Foster
Laura Rubino	School Staff	Yes	No	Yes	
Tom Mozitis	School Staff	Yes	No	Yes	
McKenna Long	Parent	Yes	No	Yes	
Gabrielle Loesch	School Staff	Yes	No	Yes	
Ellen Wilson	School Staff	Yes	No	Yes	Ellen Wilson
Amanda McCawley	School Staff	Yes	No	Yes	Amanda McCawley
Brian Little	Community Rep Boys & Girls Club	Yes	No	Yes	Brian Little

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

**Purpose:**

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
4/30/15 5/7/15 5/21/15	ACCCS	Comprehensive Needs Assessment	Yes		Yes, notes are on file	
5/28/15	ACCCS	Schoolwide Plan Development	Yes			No
5/28/15	ACCCS	Program Evaluation	Yes			No

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

### School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

**What is the school's mission statement?**

The mission of the Atlantic City Community Charter School, in partnership with home and community, is to **empower today's learners to be tomorrow's leaders**. A core component of our program is to assist students in developing the necessary academic, social and emotional skill sets to prepare them for successful academic experiences in high school, post-secondary education and beyond.

Students will be active participants in an educational environment characterized by **high expectations for their academic achievement** and demonstrated proficiency of the Common Core State Standards and New Jersey Core Curriculum Content Standards. Students will be members of a diverse student body, which includes English language learners and students with disabilities, in a program that challenges them to excel as:

Lifelong Learners  
Independent Thinkers  
Active Learners  
Respectful Individuals  
Responsible Citizens

The Atlantic City Community Charter School is founded on the belief that an established charter school can -- by addressing student and family needs -- create a learning environment which will deliver outstanding academic results. Through its

**SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)***

organizational design, families will be encouraged to participate in a learning community that offers educational services for their students' entire primary, elementary, and middle school experiences. Importantly, our plans include onsite before and after-school programming which provides support to parents and program enrichment for students.

The greatest hallmark of the school will be its ability to replicate the highly successful models and practices that have achieved positive results in schools across our state and country.

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

*24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

### Evaluation of 2014-2015 Schoolwide Program \*

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? Yes
2. What were the strengths of the implementation process?
  - a. Successful initial staff training in August, 2014.
  - b. Materials and curricula were in place to begin the school year.
  - c. Quickly identified needs for additional supports.
  - d. Established ongoing teacher planning sessions to monitor growth, collect data, and improve effectiveness of instruction.
3. What implementation challenges and barriers did the school encounter?
  - a. Early recognition of extreme academic challenges presented by students, especially in upper grades.
  - b. Early recognition of extreme social, emotional, and behavioral challenges presented by a large population of students.
  - c. Limited physical space available for academic and behavioral intervention.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
  - a. Strengths
    - i. Teachers utilized leveled classroom libraries to conduct cold-read assessments of students' reading levels.
    - ii. Use of writing in all subjects; Kid Writing, Message Time, Literacy Letters.
    - iii. Involvement of outside agency (Robins' Nest) to provide support services to both students and parents.
    - iv. Involvement of outside math consultant (Harry Kerr) to assist with math program implementation.
      1. Materials and processes for teaching basic math skills.
  - b. Weaknesses
    - i. Teachers needed more low-level books and supplemental materials for struggling readers.
    - ii. Finding a consistent book leveling system.
    - iii. Lack of older students' basic math skills.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
  - a. Initial training in August that focused on rationale.
  - b. Ongoing discussion.
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?



## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

- a. Staff were optimistic, but initially overwhelmed with students' needs – academic and behavioral. Over time, as supports were added and curricula modified, staff perceptions became overall positive. Evidence of buy-in during staff meetings after school and during weekly PLC/Lesson-Review sessions during school.
- 7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?
  - a. Initially, some parents found the demands for home reading to be excessive, however, as they witnessed their children's progress, they became very supportive. Informally, many positive parent comments were received about the academic program, especially reading.
- 8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?
  - a. Teachers used a combination of whole-group, small-group, and one-on-one instruction.
- 9. How did the school structure the interventions?
  - a. Co-teaching
  - b. Push-in
  - c. Pull-out
  - d. Before school
  - e. After school
  - f. Saturdays
- 10. How frequently did students receive instructional interventions?
  - a. Daily.
- 11. What technologies did the school use to support the program?
  - a. Interactive White Boards
  - b. iPads
  - c. Chromebooks
  - d. Online reading programs: Reading A to Z, Raz Kids
  - e. Online math programs: MobyMath, First in Math
- 12. Did the technology contribute to the success of the program and, if so, how?
  - a. Yes, provided additional resources targeted to individual student needs and encouraged student independence.

***\*Provide a separate response for each question.***

### Evaluation of 2014-2015 Student Performance

#### ***State Assessments-Partially Proficient***

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	6 of 11 PP 3 of 11 Prof. 5 students without scores	Not Available	Daily in-class small-group and one-on-one instruction; weekly test prep; before/after school tutoring and Saturday School; push-in and pull-out instruction from support staff	Progress was realized for all students, because: <ul style="list-style-type: none"> <li>Students were made partners, e.g., they knew their current levels in reading and their goals</li> <li>All interventions were aligned with regular instruction</li> </ul>
Grade 5	5 of 7 PP 1 of 7 Prof 5 students without scores	Not Available		

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	6 of 11 PP 4 of 11 Prof 1 of 11 AdvP	Not Available	Daily in-class small-group and one-on-one instruction; weekly test prep; before/after school tutoring and Saturday School; push-in and pull-out instruction from support staff	Progress was realized for all students, because: <ul style="list-style-type: none"> <li>Students were made partners, e.g., they knew their current levels in math and their goals</li> </ul> All interventions were aligned with regular instruction
Grade 5	5 of 7 PP 1 of 7 Prof 4 students without scores	Not Available		

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Kindergarten	Not applicable		Daily in-class small-group and one-on-one instruction; Kindervention (Kindergarten only); before/after school tutoring; push-in and pull-out instruction from support staff	Progress was realized for all students, because: <ul style="list-style-type: none"> <li>Students were made partners, e.g., they knew their current levels in reading and their goals</li> </ul> All interventions were aligned with regular instruction
Grade 1	Not applicable			
Grade 2	Not applicable			

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Kindergarten	Not applicable		Daily in-class small-group and one-on-one instruction; Kindervention (Kindergarten only); before/after school tutoring; push-in and pull-out instruction from support staff	Progress was realized for all students, because: <ul style="list-style-type: none"> <li>Students were made partners, e.g., they knew their current levels in reading and their goals</li> </ul> All interventions were aligned with regular instruction
Grade 1	Not applicable			
Grade 2	Not applicable			

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### Evaluation of 2014-2015 Interventions and Strategies

#### *Interventions to Increase Student Achievement* – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Co-teaching (regular and special ed.); individualized instruction aligned with IEP goals (by both reg. & SpEd teacher)	Yes	Improved reading and math levels	Average of 0.9 years of growth
Math	Students with Disabilities				
ELA	Homeless	Individualized instruction aligned with student needs; social supports: counseling, referrals to outside agencies	Yes	Improved reading and math levels	Average of 1.18 years of growth
Math	Homeless				
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	individualized instruction aligned with student needs (regular and ESL teacher); before/after school tutoring; push-in and pull-out instruction from support staff	Yes	Improved reading and math levels	Average of 1.16 years of growth
Math	ELLs				

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

ELA	Economically Disadvantaged	individualized instruction aligned with student needs (regular and support teachers); before/after school tutoring; push-in and pull-out instruction from support staff; provided basic materials: books, pencils, bookbags, other school supplies	Yes	Improved reading levels	25% to 67% reading on or above grade level from September 2014 to May 2015. Average of 1.14 years of growth
Math	Economically Disadvantaged			Improved math levels	

### **Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Before and after-school tutoring; Saturday School	Yes	Improved reading levels	Average of 0.9 years of growth
Math	Students with Disabilities	Before and after-school tutoring; Saturday School	Yes	Improved math levels	
ELA	Homeless	Before and after-school tutoring; Saturday School (gr. 3-5)	Yes	Improved reading levels	Average of 1.18 years of growth

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Homeless	Before and after-school tutoring; Saturday School (gr. 3-5)	Yes	Improved math levels	
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Before and after-school tutoring; Saturday School (gr. 3-5)	Yes	Improved reading levels	Average of 1.16 years of growth
Math	ELLs	Before and after-school tutoring; Saturday School (gr. 3-5)	Yes	Improved math levels	
ELA	Economically Disadvantaged	Before and after-school tutoring; Saturday School (gr. 3-5)	Yes	Improved reading levels	25% to 67% reading on or above grade level from September 2014 to May 2015. Average of 1.14 years of growth
Math	Economically Disadvantaged	Before and after-school tutoring; Saturday School (gr. 3-5)	Yes	Improved math levels	

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### Evaluation of 2014-2015 Interventions and Strategies

#### *Professional Development – Implemented in 2014-2015*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	PD was delivered on: <ul style="list-style-type: none"> <li>• 1-1 conferencing</li> <li>• assessment using IRLA and Cold Reads</li> <li>• Data collection and analysis using SchoolPace</li> <li>• Kid Writing</li> <li>• Message Time</li> </ul>	Yes	Improved reading levels	Average of 0.9 years of growth
Math	Students with Disabilities	PD was delivered on: <ul style="list-style-type: none"> <li>• Singapore Math with accommodations</li> <li>• Math basics and problem-solving strategies</li> </ul>	Yes	Improved math levels	
ELA	Homeless	PD was delivered on: <ul style="list-style-type: none"> <li>• 1-1 conferencing</li> <li>• assessment using IRLA and Cold Reads</li> <li>• Data collection and analysis using SchoolPace</li> <li>• Kid Writing</li> <li>• Message Time</li> </ul>	Yes	Improved reading levels	Average of 1.18 years of growth
Math	Homeless	PD was delivered on: <ul style="list-style-type: none"> <li>• Singapore Math with accommodations</li> </ul>	Yes	Improved math levels	

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> <li>Math basics and problem-solving strategies</li> </ul>			
ELA	Migrant				
Math	Migrant				
ELA	ELLs	PD was delivered on: <ul style="list-style-type: none"> <li>1-1 conferencing</li> <li>assessment using IRLA and Cold Reads</li> <li>Data collection and analysis using SchoolPace</li> <li>Kid Writing</li> <li>Message Time</li> </ul>	Yes	Improved reading levels	Average of 1.16 years of growth
Math	ELLs	PD was delivered on: <ul style="list-style-type: none"> <li>Singapore Math with accommodations</li> <li>Math basics and problem-solving strategies</li> </ul>	Yes	Improved math levels	
ELA	Economically Disadvantaged	PD was delivered on: <ul style="list-style-type: none"> <li>1-1 conferencing</li> <li>assessment using IRLA and Cold Reads</li> <li>Data collection and analysis using SchoolPace</li> <li>Kid Writing</li> </ul>	Yes	Improved reading levels	25% to 67% reading on or above grade level from September 2014 to May 2015. Average of 1.14 years of growth



## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> <li>Message Time</li> </ul>			
Math	Economically Disadvantaged	PD was delivered on: <ul style="list-style-type: none"> <li>Singapore Math with accommodations</li> <li>Math basics and problem-solving strategies</li> </ul>	Yes	Improved math levels	

### Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	<ul style="list-style-type: none"> <li>Parent meeting before start of school to explain reading program and other expectations for students and parents</li> <li>Parent report card</li> <li>Parent requirement to sign student logsheets every night</li> <li>Books sent home for home reading every day</li> <li>Free laptops and internet access offered to parents</li> <li>Parent report card</li> </ul>	Yes	Improved reading levels	Average of 0.9 years of growth
Math	Students with Disabilities		Yes	Improved math levels	

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		conferences after each of first three marking periods <ul style="list-style-type: none"> <li>• Open door policy and frequent informal parent meetings</li> <li>• Per parent request, meetings to explain aspects of the curriculum</li> <li>• After-school offered in local Boys and Girls Club</li> </ul>			
ELA	Homeless	<ul style="list-style-type: none"> <li>• Parent meeting before start of school to explain reading program and other expectations for students and parents</li> <li>• Parent report card</li> <li>• Parent requirement to sign student logsheets every night</li> <li>• Books sent home for home reading every day</li> <li>• Free laptops and internet access offered to parents</li> </ul>	Yes	Improved reading levels	Average of 1.18 years of growth
Math	Homeless	<ul style="list-style-type: none"> <li>• Parent report card conferences after each of first three marking periods</li> <li>• Open door policy and frequent informal parent meetings</li> <li>• Per parent request, meetings</li> </ul>	Yes	Improved math levels	

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		to explain aspects of the curriculum <ul style="list-style-type: none"> <li>After-school offered in local Boys and Girls Club</li> </ul>			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	<ul style="list-style-type: none"> <li>Parent meeting before start of school to explain reading program and other expectations for students and parents</li> <li>Parent report card</li> <li>Parent requirement to sign student logsheets every night</li> </ul>	Yes	Improved reading levels	Average of 1.16 years of growth
Math	ELLs	<ul style="list-style-type: none"> <li>Books sent home for home reading every day</li> <li>Free laptops and internet access offered to parents</li> <li>Parent report card conferences after each of first three marking periods</li> <li>Open door policy and frequent informal parent meetings</li> <li>Per parent request, meetings to explain aspects of the curriculum</li> </ul>	Yes	Improved math levels	

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> <li>After-school offered in local Boys and Girls Club</li> </ul>			
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> <li>Parent meeting before start of school to explain reading program and other expectations for students and parents</li> <li>Parent report card</li> <li>Parent requirement to sign student logsheets every night</li> <li>Books sent home for home reading every day</li> <li>Free laptops and internet access offered to parents</li> </ul>	Yes	Improved reading levels	25% to 67% reading on or above grade level from September 2014 to May 2015. Average of 1.14 years of growth
Math	Economically Disadvantaged	<ul style="list-style-type: none"> <li>Parent report card conferences after each of first three marking periods</li> <li>Open door policy and frequent informal parent meetings</li> <li>Per parent request, meetings to explain aspects of the curriculum</li> <li>After-school offered in local Boys and Girls Club</li> </ul>	Yes	Improved math levels	

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

### Principal's Certification

**The following certification must be completed by the principal of the school. Please Note:** Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

X I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

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**Principal's Name (Print)**

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**Principal's Signature**

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**Date**

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

*ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "*

### 2015-2016 Comprehensive Needs Assessment Process Data Collection and Analysis

#### Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	One-on-one assessments; RazKids on-line assessments; selected Scholastic independent reading assessments; IRLA	24% of all students were reading on or above grade level according to assessments completed by October 1, 2014. As of May 28, 2015, 67% of students are reading on or above grade level. <b>TO BE UPDATED</b>
Academic Achievement - Writing	Success analyses of student writing done at least weekly	Results are in terms of percentage of each class' students that achieved proficient scores on the rubric associated with that assignment. The goal is $\geq 90\%$ proficient.
Academic Achievement - Mathematics	Moby Math on-line assessments and teachers' assessments; Speedsters in addition (K-2) and multiplication (3-5)	26.8% of all students scored on or above grade level according to assessments completed by February 26, 2015 <b>TO BE UPDATED</b>
Family and Community Engagement	Parental participation in report card conferences, PTA meetings, Back-To-School Night; ongoing, informal interactions/discussions with parents, e.g. at dismissal time, phone calls, Class Dojo messages	% of families participated in report card conferences <b>TO BE UPDATED</b>
Professional Development	Teachers' level of familiarity and/or prior experience using the school's instructional programs – <i>Readers' Workshop &amp; Singapore Math</i>	<i>Readers' Workshop</i> : all teachers are familiar with Readers' Workshop and implement it regularly. <i>Singapore Math</i> : all teachers have basic familiarity with Singapore Math and implement it regularly.
Leadership	All school leaders were new to this school and school design at the beginning of the school year.	All school leaders are familiar with the school programs and design.
School Climate and Culture	Excessive absences (10 or more); suspensions; and conduct referrals	22% of the students have been absent 10 days or more during the first six months of the school year; 26 per 100 students have been suspended; and 142.7 per 100 students have been referred for misconduct <b>TO BE UPDATED</b>
School-Based Youth Services	Academic and discipline data	Improved reading and math levels, see above.

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Students with Disabilities	Academic and discipline data	Improved reading and math levels, see above.
Homeless Students	Academic and discipline data	Improved reading and math levels, see above.
Migrant Students	NA	NA
English Language Learners	Academic and discipline data	Improved reading and math levels, see above.
Economically Disadvantaged	Academic and discipline data	Improved reading and math levels, see above.

### 2015-2016 Comprehensive Needs Assessment Process\*

#### *Narrative*

#### 1. What process did the school use to conduct its needs assessment?

The needs of students have been assessed in a variety of ways since the beginning of school in September and continuing throughout the school year. Students' reading levels and math levels have been assessed repeatedly. Students' written demonstrations of obtaining lesson objectives are analyzed daily to weekly in the classroom and more formally in weekly lesson-planning and data review meetings of teachers and administrators. In our needs assessment meeting, we reviewed the current status of students' reading and math levels and their demonstrations of appropriate school behavior.

#### 2. What process did the school use to collect and compile data for student subgroups?

Over 95% of our students are minority and poor. We have a relatively small special education population (less than 10%) and an even smaller ELL population. We consider the needs of special education and ELL students during all assessments, e.g., during weekly reviews of students' written responses to lesson objectives.

## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

- 3.** How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? <sup>1</sup>

Reading levels are assessed using real, leveled books and texts and the IRLA (Independent Reading Level Assessment). Students' levels are always double-checked. Whenever a teacher thinks a student has moved up a level, she has the Reading Specialist, or other colleague test the child separately. The child is moved to the next level in our data tracking system, SchoolPace, only if there is agreement on that level. Students' reading and writing mastery are assessed using formative assessment practices daily and weekly and scored according to specific rubrics. Inter-rater reliability is assessed each week during lesson/data review meetings through group re-scoring. Math levels are assessed in at least three ways. Students work through a series of quick, timed tests in basic skills for addition in K-2 and multiplication in 3-5. Students also take placement tests in MobyMath which assigns and tracks overall grade equivalency levels in math. Further, students write in response to math lesson objectives to demonstrate their understanding of the content. These responses are rubric scored and used to adjust and plan further instruction.

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<sup>1</sup> Definitions taken from Understanding Research Methods" by Mildred Patten  
Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing



## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

### **4. What did the data analysis reveal regarding classroom instruction?**

The data show steady increases in students' reading and math levels and so seem to confirm the instructional practices we have put in place.

### **5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? (NA)**

The formative data indicate the efficacy of professional development provided in reading, writing, and math. Students are writing daily and for a variety of purposes. Students' reading volume is relatively high and efforts are underway to increase reading volume for students who are not on target for amount of reading practice. Instructional practices addressed in professional development for reading, math, and writing are being implemented in the classrooms on a daily basis.

### **6. How does the school identify educationally at-risk students in a timely manner?**

Students' reading, math, and writing levels were determined through initial screenings in the fall. The initial screenings included:

- Cold read assessments using leveled readers, and sight word and vocabulary lists
- IRLA (Independent Reading Level Assessment)
- Math Benchmark Assessment based on the Common Core State Standards from the prior year
- Writing inventories based on the eight Kid-Writing developmental stages

Students' reading levels, math levels, writing, and written responses to lesson objectives in all subjects are reviewed on an ongoing basis. Reading levels, for example, are checked at least once per month, and more frequently as teachers think necessary, based on their one-on-one and small group conferences with students. Students who are performing below expectations are identified immediately. Their progress is reviewed weekly in lesson-planning and data review meetings.

### **7. How does the school provide effective interventions to educationally at-risk students?**

Based on screenings, small groups meet daily to address individual needs. These groups remain flexible as needs change. Specialists and teachers provide differentiated lessons during whole group instruction. Strategy groups are pulled when additional support is necessary. Students and teachers collaborate in identifying and setting academic and personal goals.

In-class interventions are planned and reviewed each week during lesson planning/data review meetings. Our Reading Specialist, Lead Teacher, ESL Teacher, and Special Education teachers are all involved directly with students at risk.

### **8. How does the school address the needs of migrant students? (NA)**

## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)**

### **9. How does the school address the needs of homeless students?**

Homeless students are not publicly identified in any way, but are watched closely to assess their needs. Extra clothing and school supplies are made available as needed. Extra time during the school day is sought for completing work that could not be done at 'home.'

### **10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?**

Weekly Professional Learning Communities (PLCs) provide opportunities for teachers and administrators to share student data and engage in the decision-making process regarding instructional programs. To prepare for the PLC, teachers maintain student portfolios, success analysis sheets, and online applications to track progress.

Teachers are actively engaged in the design of lessons and assessments during weekly lesson/data review sessions. In these meetings, teachers, in collaboration with school administrators, design lesson objectives, rubrics, and expected student responses and make adjustments to instructional plans to meet demonstrated student needs.

### **11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school?**

The only transition applicable to our school at this time is pre-school to kindergarten. We invite parents to visit the school before the September school start date to discuss how best to help their children succeed.

### **12. How did the school select the priority problems and root causes for the 2015-16 schoolwide plan?**

The principal and/or superintendent facilitated several meetings of the entire staff in which problems, causes, and possible solutions were brainstormed and then reviewed and revised.

***\*Provide a separate response for each question.***

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

### 2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Students lack proficiency in ELA; Student progress in reading levels is significant, but continued increases in instructional effectiveness are needed	Students lack proficiency in math; and teachers are gaining greater expertise in <i>Singapore Math</i> , the school's math instructional program, but more training and experience are needed.
Describe the priority problem using at least two data sources	Only 24 percent of all students were reading on or above grade level according to assessments completed by October 1, 2014. As of May 28, 2015, 67% of students were reading on or above grade level. We have still not achieved our goal of 98% reading on or above grade level.	Only 26.8 percent of all students scored on or above grade level according to Moby Math on-line assessments completed by February 26, 2015. <b>TO BE UPDATED</b>
Describe the root causes of the problem	As children from poverty (96 percent of the school's students), students have a paucity of world experience and background knowledge. Their reading levels and writing efforts reflect these deficits, e.g., being unable to name a common zoo animal that is depicted in a book; and also inhibits their ability to make sense of books read aloud to them and to make sense of word problems in math.	Low-income children enter school without early experiences in mathematics play that develops an awareness of numbers, counting, addition, multiplication, division and other math topics. They have limited exposure to at home help with math where parents' math levels tend to be low.
Subgroups or populations addressed	The needs of students with IEPs are addressed individually.	The needs of students with IEPs are addressed individually.
Related content area missed	Almost all learning is inhibited by deficiencies in vocabulary and background knowledge.	Almost all learning is inhibited by deficiencies in vocabulary and background knowledge (described in priority problem #1).
Name of scientifically research based intervention to address priority problems	<i>Readers' Workshop</i> is a framework for reading instruction that provides students with a supportive environment and involves them in authentic reading experiences that focus on the strengths and needs of each individual student.	<i>Math in Focus®: Singapore Math</i> by Marshall Cavendish, for Grades K–8

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

How does the intervention align with the Common Core State Standards?	Fully. Virtual experiences are created via immersion in literacy via adult read alouds and voluminous self-selected reading by students; and related field trips will enhance students' direct, personal experiences. These activities result in expanded vocabularies, more background knowledge and greater mastery of CCSS.	Fully. Singapore Math emphasizes problem solving and positive attitudes toward mathematics, while focusing on student development of skills, concepts, processes, and metacognition. Students are encouraged to reflect on their thinking and learn to self-regulate so that they can apply these skills to varied problem-solving activities.
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## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

### 2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3
Name of priority problem	Students' misbehaviors and emotional needs
Describe the priority problem using at least two data sources	A significant number of students exhibit misbehaviors that impede their learning and the learning of others: 214 have been referred for misconduct (this prorates to 203.8 per 100 students for a full school year); 26 per 100 students have been suspended; and 22 percent of students have been absent 10 days or more during the first six months of the school year. <b>TO BE UPDATED</b>
Describe the root causes of the problem	Students from a high poverty community experience traumas that place them at risk of misbehaviors and school failure. Risk factors for our students include: family dysfunction; lack of positive social interactions and effective communication at home and in the community; neglect/abuse; and high community crime rates.
Subgroups or populations addressed	Several students with IEPs are among these students.
Related content area missed	All learning is inhibited by anti-social behaviors.
Name of scientifically research based intervention to address priority problems	1-on-1 and small group counseling for emotional/behavioral support from Robins' Nest, a children's services organization accredited by the Council of Accreditation of Services for Families and Children and by Healthy Families America.
How does the intervention align with the Common Core State Standards?	Counseling standards are consistent and supportive of the CCSS. Counselors aim to help students in the following ways, for example: Use effective communications skills; learn and apply critical-thinking skills; become a self-directed and independent learner; learn how to interact and work cooperatively in teams; identify and express feelings; recognize that everyone has rights and responsibilities; respect alternative points of view; recognize, accept, respect and appreciate individual differences, ethnic and cultural diversity, and differences in various family configurations; and know that communication involves speaking, listening and nonverbal behavior.

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

*ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “*

### 2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	200-Hour Reading Power campaign, and Individualized instruction within daily Readers' Workshop	Regular and Special ed teacher	Increased reading levels as measured by one-on-one assessments, e.g. IRLA	50 years of research connecting volume of reading and matching reader to text to improved achievement; 7 studies showing 98% of students can learn to read on grade level via one-on-one or very small group instruction
Math	Students with Disabilities	Basics and Fundamentals daily practice and assessments	Regular and Special ed teacher	Increased math levels as measured by Speedster assessments in addition and multiplication and MobyMath	CCSS emphasis on problem solving
ELA	Homeless	200-Hour Reading Power campaign, and Individualized instruction within daily Readers' Workshop	Regular and Special ed teacher	Increased reading levels as measured by one-on-one assessments, e.g. IRLA	50 years of research connecting volume of reading and matching reader to text to improved achievement; 7 studies showing 98% of students can learn to read on grade level via one-on-one or very small group instruction
Math	Homeless	Basics and Fundamentals daily practice and assessments	Regular and Special ed teacher	Increased math levels as measured by Speedster assessments in addition and multiplication and MobyMath	CCSS emphasis on problem solving
ELA	Migrant	NA			
Math	Migrant	NA			

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ELLs	200-Hour Reading Power campaign, and Individualized instruction within daily Readers' Workshop	Regular and ESL teacher	Increased reading levels as measured by one-on-one assessments, e.g. IRLA	50 years of research connecting volume of reading and matching reader to text to improved achievement; 7 studies showing 98% of students can learn to read on grade level via one-on-one or very small group instruction
Math	ELLs	Basics and Fundamentals daily practice and assessments	Regular and ESL teacher	Increased math levels as measured by Speedster assessments in addition and multiplication and MobyMath	CCSS emphasis on problem solving
ELA	Economically Disadvantaged	200-Hour Reading Power campaign, and Individualized instruction within daily Readers' Workshop	Regular and Special ed teacher	Increased reading levels as measured by one-on-one assessments, e.g. IRLA	50 years of research connecting volume of reading and matching reader to text to improved achievement; 7 studies showing 98% of students can learn to read on grade level via one-on-one or very small group instruction
Math	Economically Disadvantaged	Basics and Fundamentals daily practice and assessments	Regular and Special ed teacher	Increased math levels as measured by Speedster assessments in addition and multiplication and MobyMath	CCSS emphasis on problem solving

*\*Use an asterisk to denote new programs.*

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

### 2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Saturday Academy; Before and after school tutoring	Principal and selected teachers	Increased reading levels as measured by one-on-one assessments, e.g. IRLA	7 studies showing 98% of students can learn to read on grade level via one-on-one or very small group instruction
Math	Students with Disabilities	Saturday Academy; Before and after school tutoring	Principal and selected teachers	Increased math levels as measured by Speedster assessments in addition and multiplication and MobyMath	CCSS emphasis on problem solving
ELA	Homeless	Saturday Academy; Before and after school tutoring	Principal and selected teachers	Increased reading levels as measured by one-on-one assessments, e.g. IRLA	7 studies showing 98% of students can learn to read on grade level via one-on-one or very small group instruction
Math	Homeless	Saturday Academy; Before and after school tutoring	Principal and selected teachers	Increased math levels as measured by Speedster assessments in addition and multiplication and MobyMath	CCSS emphasis on problem solving
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Saturday Academy; Before and after school tutoring	Principal and selected teachers	Increased reading levels as measured by one-on-one assessments, e.g. IRLA	7 studies showing 98% of students can learn to read on grade level via one-on-one or very small group instruction
Math	ELLs	Saturday Academy; Before and after school tutoring	Principal and selected teachers	Increased math levels as measured by Speedster assessments in addition and multiplication and MobyMath	CCSS emphasis on problem solving



## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	Saturday Academy; Before and after school tutoring	Principal and selected teachers	Increased reading levels as measured by one-on-one assessments, e.g. IRLA	7 studies showing 98% of students can learn to read on grade level via one-on-one or very small group instruction
Math	Economically Disadvantaged	Saturday Academy; Before and after school tutoring	Principal and selected teachers	Increased math levels as measured by Speedster assessments in addition and multiplication and MobyMath	CCSS emphasis on problem solving

***\*Use an asterisk to denote new programs.***

### 2015-2016 Professional Development to Address Student Achievement and Priority Problems

***ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.***

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Conferencing and assessing using cold reads and IRLA	Leadership Team	Increased reading levels as measured by one-on-one assessments, e.g. IRLA	7 studies showing 98% of students can learn to read on grade level via one-on-one or very small group instruction
Math	Students with Disabilities	Planning, in-class coaching, and demo lessons with Singapore Math consultant	Principal and Lead Teacher	Increased math levels as measured by Speedster assessments in addition and multiplication and MobyMath	CCSS emphasis on problem solving

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.***

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Homeless	Conferencing and assessing using cold reads and IRLA	Leadership Team	Increased reading levels as measured by one-on-one assessments, e.g. IRLA	7 studies showing 98% of students can learn to read on grade level via one-on-one or very small group instruction
Math	Homeless	Planning, in-class coaching, and demo lessons with Singapore Math consultant	Principal and Lead Teacher	Increased math levels as measured by Speedster assessments in addition and multiplication and MobyMath	CCSS emphasis on problem solving
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Conferencing and assessing using cold reads and IRLA	Leadership Team	Increased reading levels as measured by one-on-one assessments, e.g. IRLA	7 studies showing 98% of students can learn to read on grade level via one-on-one or very small group instruction
Math	ELLs	Planning, in-class coaching, and demo lessons with Singapore Math consultant	Principal and Lead Teacher	Increased math levels as measured by Speedster assessments in addition and multiplication and MobyMath	CCSS emphasis on problem solving
ELA	Economically Disadvantaged	Conferencing and assessing using cold reads and IRLA	Leadership Team	Increased reading levels as measured by one-on-one assessments, e.g. IRLA	7 studies showing 98% of students can learn to read on grade level via one-on-one or very small group instruction

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

**ESEA §1114 (b)(1)(D)** *In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Economically Disadvantaged	Planning, in-class coaching, and demo lessons with Singapore Math consultant	Principal and Lead Teacher	Increased math levels as measured by Speedster assessments in addition and multiplication and MobyMath	CCSS emphasis on problem solving

*\*Use an asterisk to denote new programs.*

**24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation).** *A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

### Evaluation of Schoolwide Program\*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2014-2015? Will the review be conducted internally (by school staff), or externally?
  - Principal and staff and Superintendent
  - Internal evaluation
2. What barriers or challenges does the school anticipate during the implementation process?

## **SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

- The usual problems with implementing any new programs, e.g., increasing teacher expertise, student engagement, etc.
- 3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
  - All stakeholders have expressed enthusiasm for the plans, e.g., at parent meetings before the start of school, parent feedback during the school year, teacher meetings during the school year.
- 4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
  - Staff surveys (we use Survey Monkey)
- 5. What measurement tool(s) will the school use to gauge the perceptions of the community?
  - Parent surveys, parent comments at PTO meetings, parent comments at report card conferences
- 6. How will the school structure interventions?
  - Most interventions will be delivered in the classroom, however, some pullout will be used, where feasible.
- 7. How frequently will students receive instructional interventions?
  - Frequency will depend on student needs. Some students will be seen by an interventionist more often than others.
- 8. What resources/ technologies will the school use to support the schoolwide program?
  - iPads and Chrome Books for students
  - Laptops and interactive white boards for teachers
  - Free laptops for parents with paid-for internet access
- 9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
  - % reading on or above grade level
  - % on or above grade level in math
  - number of disciplinary referrals
  - number of suspensions

## **SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

- At stakeholder meetings and via email

*\*Provide a separate response for each question.*

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

### *ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services*

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

#### **2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems**

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	Students with Disabilities	200-Hour Reading Power Campaign: Home Reading; Parent conferences 3 times per year; Parent Report Cards 3 times per year	Leadership Team; all teachers	Increased reading levels as measured by one-on-one assessments, e.g. IRLA; Increased Parent Report Card grades	An article from The Elementary School Journal (Vol. 106, No. 2, November 2005, pp. 105-130) entitled Why Do Parents Become Involved? by Hoover-Dempsey, Walker, and Sandler, reported on Research Findings and Implications. They stated: "Whether construed as home-based behaviors (e.g., helping with homework), school-based activities (e.g., attending school events), or parent-teacher communication (e.g., talking with the teacher about homework), parental involvement has been positively linked to indicators of student achievement, including teacher ratings of student competence, student grades, and achievement test scores...Involvement has also been associated with other indicators of school success, including lower rates of retention in grade, lower drop-out rates, higher on-time high school graduation rates, and higher rates of participation in advanced courses."
Math	Students with Disabilities	Family Math Night; Parent Conferences 3 times per year; Parent Report Cards 3 times per year	Leadership Team; all teachers	Increased math levels as measured by Speedster assessments in addition and multiplication and MobyMath; Increased Parent Report Card grades	
ELA	Homeless	200-Hour Reading Power Campaign: Home Reading; Parent conferences 3 times per year; Parent Report	Leadership Team; all teachers	Increased reading levels as measured by one-on-one assessments, e.g. IRLA; Increased Parent Report Card	(See above)

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Cards 3 times per year		grades	
Math	Homeless	Family Math Night; Parent Conferences 3 times per year; Parent Report Cards 3 times per year	Leadership Team; all teachers	Increased math levels as measured by Speedster assessments in addition and multiplication and MobyMath; Increased Parent Report Card grades	(See above)
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	200-Hour Reading Power Campaign: Home Reading; Parent conferences 3 times per year; Parent Report Cards 3 times per year	Leadership Team; all teachers	Increased reading levels as measured by one-on-one assessments, e.g. IRLA; Increased Parent Report Card grades	(See above)
Math	ELLs	Family Math Night; Parent Conferences 3 times per year; Parent Report Cards 3 times per year	Leadership Team; all teachers	Increased math levels as measured by Speedster assessments in addition and multiplication and MobyMath; Increased Parent Report Card grades	(See above)
ELA	Economically Disadvantaged	200-Hour Reading Power Campaign: Home Reading; Parent conferences 3 times per year; Parent Report Cards 3 times per year	Leadership Team; all teachers	Increased reading levels as measured by one-on-one assessments, e.g. IRLA; Increased Parent Report Card grades	(See above)
Math	Economically Disadvantaged	Family Math Night; Parent Conferences 3 times per year; Parent Report Cards 3 times per year	Leadership Team; all teachers	Increased math levels as measured by Speedster assessments in addition and multiplication and MobyMath;	(See above)

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				Increased Parent Report Card grades	

*\*Use an asterisk to denote new programs.*



## **SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)***

### **2015-2016 Family and Community Engagement Narrative**

- 1.** How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

The school's family and community engagement program will help to address priority problems by creating a stronger partnership and better collaboration between families and the community. When families and community groups collaborate to support learning it is likely to result in increased student academic achievement.

- 2.** How will the school engage parents in the development of the written parent involvement policy?

The parent involvement policy will be shared with parent group for their review and feedback. Parents will be provided with opportunities to provide input pertaining to the parent involvement policy. The policy will continuously be reviewed and revisions applied when necessary.

- 3.** How will the school distribute its written parent involvement policy?

The written parent involvement policy will be distributed and reviewed during parent meeting. The policy will also be sent home and referenced during conferences, meetings, etc. The policy will also be translated into other languages as needed.

- 4.** How will the school engage parents in the development of the school-parent compact?

The school will collaborate with the PTO to engage parents in the development of the school-parent compact.

- 5.** How will the school ensure that parents receive and review the school-parent compact?

The school will ensure that parents receive and review the school-parent compact by presenting and thoroughly reviewing the compact during a parent meeting.

- 6.** How will the school report its student achievement data to families and the community?

## **SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)**

The school will report its student achievement data during a meeting in which all school stakeholders will be invited. The presentation will include specific documentation of all performance data.

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?

The school will notify families and the community if the annual measurable objectives for Title III have not been met via a letter sent home.

8. How will the school inform families and the community of the school's disaggregated assessment results?

The school will inform families and the community of the school's disaggregated assessment results by hosting meetings for parents by grade level in order to provide a detailed overview of each grade level's assessment results.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

The school will involve families and the community in the development of the Title I Schoolwide Plan by conducting surveys and facilitating Title I meetings.

10. How will the school inform families about the academic achievement of their child/children?

The school will provide ongoing feedback to families about the academic achievement of their child/children using a variety of methods. The methods include report card conferences, reading and math level informational sheets, parent-teacher conferences, progress reports, and formal report cards issued quarterly.

***\*Provide a separate response for each question.***

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

### *ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.*

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

#### Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	13	Retain current highly qualified staff by providing adequate preparation, support and leadership. Allow opportunities for growth and autonomy. Provide compensation and benefits that adequately reflect professional stature.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	9	Retain current paraprofessionals through continued/renewed contract with Mission One staffing agency
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0%	

\* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

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Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
ACCCS provides a high-quality instructional program that invests teachers with choice, autonomy, and support. Ongoing professional development helps teachers experience success and job satisfaction.	Jessica Richard Gaeton Zorzi